UNESCO
SOURCES
SPECIAL ISSUE:
UNESCO IN 1996-97

UNESCO'S MAJOR PARTNERS

THE NATIONAL COMMISSIONS

Of UNESCO's 184 Member States (as of 31 July 1995), 177 have set up National Commissions (NACs). Composed of eminent members of the intellectual and scientific communities in each country, the NACs form the vital link between UNESCO and its Member States.

Unique in this respect within the UN system, the NACs organize their own activities such as exhibitions and lectures. They also disseminate information, often through publication of books and documents in national languages, and, not least, they participate actively in the elaboration, execution and evaluation of UNESCO's programme.

In addition, regular meetings of the Secretaries General on the regional and interregional level serve to keep UNESCO informed on local as well as global needs and aspirations.

THE UNITED NATIONS SYSTEM

While UNESCO is primarily responsible to its own Member States, it also belongs to the United Nations family, sharing the same ideals and goals, and maintaining different forms of cooperative relations with the other specialized agencies. UNESCO participates in the joint machinery for concertation and coordination within the UN system. Besides sharing information and know-how with sister agencies in the areas of basic education, the environment, development, the promotion of human rights, peace and democracy, etc., the Organization participates in cooperative programmes and joint projects, or assumes the role of "key actor" for others. For these diverse projects, the Organization expects to receive $790 million in "extra-budgetary resources" for 1996-97, of which $72 million will come from the UN system, mainly from the UN Development Programme (UNDP) and the UN Population Fund (UNFPA). It is also expecting $23 million from the World Bank as well as regional development banks.

ASSOCIATED SCHOOLS PROJECT AND UNESCO CLUBS

About 3,200 pre-school, primary and secondary schools and teacher-training institutions in 124 countries are involved in the Associated Schools Project (ASP). This international network, set up in 1953, experiments with and implements ways and means for enhancing the role of education in preparing young people to live in a world community.

Closely associated with the ASP, often in carrying out joint projects in crucial areas such as literacy work and the environment, are the over 4,800 UNESCO Associations, Centres and Clubs - the first of which was founded in 1947 - in 115 countries. With members of all ages, these groups are set up in schools, universities, with associations and centres set up for a wider public. Since 1981, they have been grouped together as part of the World Federation of UNESCO Clubs, Centres and Associations.

To further the ideals of the Organization, the scope of their activities is virtually unlimited, ranging from reforestation and protection of the world's cultural and natural heritage, to human rights education, the promotion of women, etc.

NON-GOVERNMENTAL ORGANIZATIONS AND FOUNDATIONS

International and regional non-governmental organizations (NGOs), which have branches in many countries, bring together professionals as well as members of social movements directly concerned with UNESCO's goals: educators, scientists, authors, librarians, musicologists, journalists, editors, youth and human rights groups, etc. The same is true for foundations.

Accordingly, UNESCO currently maintains "consultative and associate relations" with 588 NGOs and 28 foundations and networks on international and regional levels, for both the preparation and execution of the programme. These include organizations as varied as Amnesty International, the World Scout Movement and the International Council of Scientific Unions.

Diverse forms of financial cooperation exist to support, in certain cases, this intellectual collaboration.

The official cooperative arrangements are now being revised. Once they are adopted by the General Conference, the Organization's work methods with NGO's will be completely overhauled.

DEFUSING THE BOMB

We must empower women to enable them to exercise power. Women in power will promote the empowerment of women and thereby increase the number of women in power. This is the dual commitment that can make this Conference a turning point." *Whenever he had the opportunity, UNESCO's Director-General, Federico Mayor, drove home this message to participants at the Fourth World Conference on Women held in Beijing this past September.*

Determined to go beyond mere rhetoric, he put forth two global objectives which are nonetheless practical as India, for example, has already adopted them. Firstly, to pass legislation ensuring that women fill at least 30% of posts of all legislative bodies, from municipalities to parliaments and cabinets. Secondly, by the year 2000, at least 6% of the gross national product should go towards education to achieve gender equality at all scholastic levels by 2005 - a central point as education is a key to liberation. It gives everyone the chance to acquire the skills needed to alleviate poverty, and thus marks an essential step in development. Education also enables people to make decisions for and by themselves and fully enjoy equal rights between men and women. This is a sine qua non for democracy.

Coincidentally, the Beijing Conference and the Social Summit in Copenhagen were held just prior to the 28th session of the General Conference which will adopt the Organization's programme and budget for 1996-97 - the focus of this special issue of UNESCO Sources. One need not be a genius to predict that the next biennium's activities will reflect the approach developed over the years by UNESCO. Today's threats to world security are increasing due to growing inequalities between the majority whose lives are improving and the constantly growing minority, largely composed of women, for whom life is a steady descent into hell. Only through solidarity and resource-sharing agreements espoused by us all can we defuse this bomb.

René LEFORT

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UNESCO SOURCES

Mandated by its Constitution to "maintain, increase and diffuse knowledge", UNESCO is a publishing house unlike any other. With more than 9,000 titles already to its credit and currently about 10 magazines and some 50 newsletters published in a variety of languages amounting to some 200 versions, the Organization today provides an abundance of written material and that of multimedia with CD-ROMs in support of its action.

BOOKS

Amongst UNESCO's major publications:

The **WORLD EDUCATION REPORT**, a biennial presenting a broad but concise analysis of major trends and policy issues in education around the world. The next report, expected at the year's end, will focus on the education of women and girls.

The **WORLD SCIENCE REPORT** examines the state of science and technology around the world by looking to related indicators, research organizations, funding sources and recent advances in basic sciences. The second edition is expected in January 1996.

The **WORLD COMMUNICATION REPORT** examines the related technology, regulations, economic and industrial patterns, information flows, legal aspects and new communication approaches.
A second edition will be released in 1997.

The **WORLD REPORT ON CULTURE AND DEVELOPMENT**, prepared by the Commission of the same name, will be presented in 1995 to the General Conference of UNESCO and the UN General Assembly. It will be published in 1996.

The **STATISTICAL YEARBOOK** presents a "world in figures" about education, science, technology, culture, the social sciences and communication.

STUDY ABROAD
(see page 17).

REPRESENTATIVE WORKS

The UNESCO Collection of Representative Works includes some 950 titles originating in 85 countries and written in about 100 languages. Its purpose is to contribute to a broader international appreciation of the world's literary heritage by promoting the translation and publication, mainly in English and French, of works written in the less widely known languages.
Alongside translations of basic philosophical, religious and historical texts are to be found anthologies of national literatures, poetry, sagas, legends, travellers' tales, treatises of aesthetics, drama, art catalogues, novels and short stories.

PERIODICALS

Most of UNESCO's periodicals are published in English, French and Spanish. Some also appear in Russian, Arabic and Chinese. The following represent notable quarterly publications:

PROSPECTS keep its readers up to date on issues, innovations and research in education in more than 150 countries.

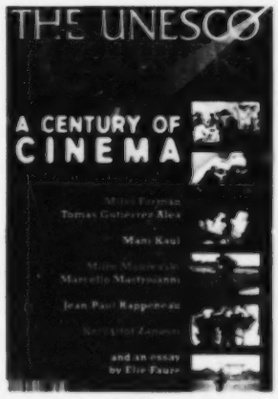
NATURE AND RESOURCES explores multidisciplinary aspects of the environment in promoting sustainable development.

The **INTERNATIONAL SOCIAL SCIENCE JOURNAL** constitutes an exceptional forum for the exchange of ideas among specialists of different disciplines.

MUSEUM INTERNATIONAL presents the latest trends in museology around the world.

The **COPYRIGHT BULLETIN** informs specialists, authors, jurists and the general public on international instruments and national legislation for the protection of literary, artistic and scientific works.

Doubtless, though, the **UNESCO COURIER** is the best known of the Organization's publications. With editions in 30 languages, as well as a quarterly selection in braille, it treats a theme of universal interest each month, viewed from a variety of cultural standpoints.



RADIO AND VIDEO PROGRAMMES

UNESCO produces, co-produces and distributes video and radio documentaries on its activities. In particular, the video and slide presentation entitled "UNESCO - Towards a Culture of Peace" will be available in seven languages (English, French, Spanish, Arabic, Russian, Chinese and Portuguese) through the Audiovisual Division of the Office of Public Information.

CD-ROMs

UNESCO's data bases providing bibliographic references of translated works in all disciplines in some 100 countries, information on thousands of bird and fish species and more can all be found on CD-ROMs produced and co-produced by the Organization. Soon to be released: data bases on renewable energy sources, world heritage cities and collections of ancient manuscripts from Yemen.

ON-LINE INFORMATION

UNESCO is on-line with all kinds of information - general information on its activities, directories of its Regional Offices and National Commissions, the World Heritage List and a run-down of biosphere reserves, bibliographic catalogues of its documents and publications - which can be accessed on Internet by typing: url:http://www.unesco.org. Detailed information on each of the Organization's programmes will be progressively added.

Publications and periodicals are on sale at the UNESCO Bookshop, or by order from UNESCO Publishing, 7 place de Fontenoy, 75352 Paris 07 SP, and in Member States through national distributors. Catalogue available on request.

APRIL, JEAN-BAPTISTE, CASSANDRA AND THE OTHERS... PEACE IN THE MINDS OF KIDS

Do you think there will be a third world war ?" asks the tall smiling gentleman standing in front of the classroom.

A quiet pause before the girl sitting in the back answers: *"There will be a third world war because nations are always fighting against nations and there will be no peace."*

Then another girl counters with, *"I don't think there will be a third world war because the peacemakers are more plentiful than the warmongers."*

"Warmongers may be less in numbers but they're more powerful than peacemakers," warns a third student. *"I hope I'm wrong,"* she adds as an afterthought.

This animated debate was part of a Culture of Peace Festival for Children, held from 17 to 22 July in St. George's, Grenada (in the Caribbean and not in Spain as indicated in *Sources* no.70). About 50 students between the ages of 11 to 13 from all over the Caribbean took part in workshops and debates before coming up with their own appeal for peace being sent to leaders around the world.

ZUCK

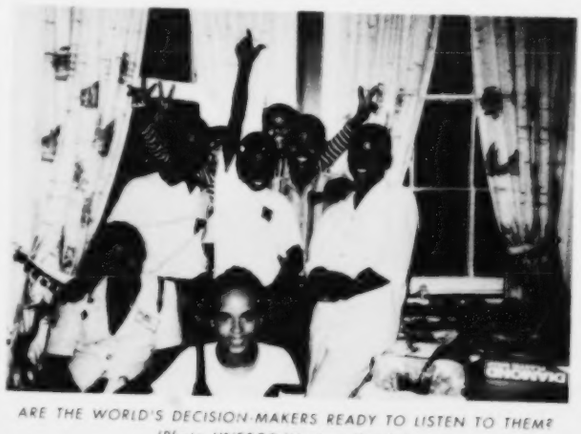
They also got the chance to have some fun, with a cruise along Grenada's western shore, hikes in the Grand Etang Forest Reserve and other tourist hot-spots. A limbo contest - the art of dancing under a progressively lowered bar - capped off parties which crossed the Caribbean's ethnic lines with reggae, calypso and zuck music.

The festival was one of a seven-part series organized by the Culture of Peace programme and the Associated Schools Project in celebrating UNESCO's 50th anniversary. The peace appeals, drawings and the students' other creations will be displayed at the Organization's headquarters during the General Conference opening in October.

In Grenada, the students prepared to write the appeal for peace by watching a video on environmental conservation and attending sessions on developing relationships and resolving conflicts. In the text, they called on world leaders to preserve the environment and educate young people. They also asked that governments reduce crime and intolerance by promoting equality. *"If they think of the future and they see us children as being the leaders, they will respond to the appeal."* says 14-year-old Haitian Jean-Baptiste Roosevelt who also happens to be the winner of the limbo contest.

The appeal also asked world leaders to fund more workshops where young people of different countries and cultures can meet and learn more about each other.

"This is mostly the part I wanted to put in," says Jamaican April King, one of the more vocal participants. *"This builds up my confidence that we could really do something. I have a feeling that if we were able to do some more workshops like these, with more people, the word will get out to children in the Caribbean and in the world."*



ARE THE WORLD'S DECISION-MAKERS READY TO LISTEN TO THEM? (Photo UNESCO/Myriam Karela)

At the tender age of 13, April is the head of an environmental club in Jamaica and the author of two manuscripts for a novel and a book based on her own experience as a kid coping with her parents' divorce.

"I think wars are fought because some people are just greedy. They want things from other nations that they don't have. It's pretty much a crime - like they're stealing. They want... they want... they want," says King. *"But even after you are finished fighting, the problem remains... people die... there is hunger... there is poverty... nothing is solved."*

April's campaign for peace dates back a few years ago when she visited Switzerland, a country she says is the best example of a haven for peace.

NO MORE GUNS

"I'll be totally satisfied when I can see a black person and a white person walking while holding hands and nobody says anything. When I can go to Kenya and I can see the children in clothes and shoes with food in their hands and money in their pockets. That's what I want. No more guns, that would make me happy."

Eleven-year-old Cassandra Mills of Grenada particularly appreciates the workshops on tolerance. *"We have learned that tolerance is the key to peace. Without tolerance there will be no peace, no love and our world will be destroyed by war."*

Cassandra has her own idea for promoting tolerance. *"You must be kind, you must have compassion and you must be willing to change your statement if it is not right."*

A culture show where participants paraded as models, an Open House Exhibition featuring a wide assortment of cuisine and handicraft indigenous to the various Caribbean Islands, as well as the presentation of certificates to participants brought the curtains down on what appears to have been a successful Culture of Peace festival.

New friends were made and relationships created as the students departed to spread their message of peace.

Rawle TITUS
St. George's (Grenada)

● **UNESCO AWARDS PRIZES** to individuals and groups who make an exceptional contribution to the Organization's ideals and objectives.
Accordingly, prizes are regularly attributed in the fields of literacy, science, the teaching of human rights and peace, communication, the preservation of the environment, culture and the arts, including architecture, music and the crafts.
The most recently created is the UNESCO Prize for Children's and Young People's Literature in the Service of Tolerance which recognizes works that "*promote mutual understanding based on respect for other peoples and cultures*".
Created this year to mark the occasion of the UN Year for Tolerance through the generosity of Spain's "Fundación Santa Maria/Ediciones SM", the prize will be awarded for the first time in 1997.

JOINING FORCES FOR THE 21st CENTURY

Can we muster the solidarity needed to bridge the widening gap between the world's rich and poor? We cannot afford not to, explains UNESCO's Director-General, Federico Mayor, if we want to move ahead with the Organization's priorities in 1996-1997 - a culture of peace and development. This month's dossier examines the ways in which UNESCO's sectors will fortify these "building blocks".

(Photo UNESCO/D. Roger)

The temptation is to shut ourselves off, cover our eyes and applaud the use of force," wrote French academician Bertrand Poirot-Delpech in a recent column for *Le Monde*. But *"the tide of the poor keeps coming, wave after wave, each time stronger and stronger. The Third World War has begun, waged by the rich against all the others."* And, mocking the well-known prediction attributed to André Malraux: *"The XXIst century will be religious or it won't BE,"* which led him to conclude: *"The XXIst century will be one of sharing, or it won't BE".*

These are strong words - to be expected from a polemist. The affirmation that the *"war"* of *"the rich against all the others"* *"has begun"* is incisive. But let's turn to the final conclusion which I agree with word for word. For now more than ever, I am convinced that a state of extreme emergency has been declared, and that the war against poverty, exclusion, against intolerance towards *"others"* is at hand. I also believe that in this decisive combat, it is the weapons of sharing and solidarity that will bring victory. And the 28th session of the General Conference will espouse this conviction - and this analysis - when, in the coming weeks, it votes on UNESCO's programme and budget as well as its Medium-Term Strategy (1996-2001).

Unfortunately not everyone agrees with this point of view. Even if we disregard the feeble arguments of those who ignore it out of blindness or reject it through self-interest, there are the others. *"Nonsense! You're exaggerating the risks,"* they chide, and proceed to list the innumerable facts that plead for the *status quo*.

For 15 years, they say, the volume of world production has increased by more than 50% at an annual 3%. This rate remains well above that of world population growth which, over the same period, grew from 4.4 to 5.6 billion people, with average per capita income rising by an annual 1%. China, home to over a fifth of humanity, has in the last 15 years maintained an incredible annual per capita growth rate of nearly 10%. And even in *"rich"* countries, plunged into a crisis described as the worst since World War II, the average annual per capita GNP growth rate has been above 2% since the start of the the 1980s.

Progress in terms of freedom and human rights has been just as positive. Communism is nothing more than a distant and terrible memory. Democratization has made giant steps in Africa and in Latin America. Ten years ago, who would have imagined that a system as rigid as apartheid would crumble in only a few months and that South Africa would still avoid turmoil? Or that the Israelis and Palestinians would sit at the same table to negotiate? And that Nobel Peace Prize winner Aung San Suu Kyi would regain her freedom.

Greater material well-being, more freedom and at the same time - and certainly also as a result of these gains - exponential growth in scientific knowledge is widening the sphere for its practical applications and comprehension. Here again, the facts speak for themselves. There are now about twice as many students as there were 20

UNESCO: THE STRUCTURE

UNESCO comprises three bodies: the General Conference of Member States, the Executive Board and the Secretariat. The General Conference, which is sovereign, *"shall determine the policies and the main line of work of the Organization"*. Meeting usually in the latter half of every second year, the representatives of all Member States - 184 at the moment - following the principle of one vote per country, finalize the Organization's programmes, the amount and breakdown of its "regular budget", decide on the Conventions and Recommendations, elect members of the Executive Board, and usually every six years, name the Director-General.

The Executive Board is more of a legislative body, representing all of the Member States between sessions of the General Conference. Currently comprising 51 members, this number is expected to rise to 58. Meeting twice yearly to prepare the agenda of the General Conference and any recommendations to be submitted to the sovereign body, the Board is, above all, responsible for the execution of the programme adopted by the Conference, and can take any measures necessary to this effect.

The Secretariat is UNESCO's executive branch. Under the authority of the Director-General, the staff implements the adopted programme and provides to the legislative bodies all necessary elements and propositions required for the successful accomplishment of their work.

years ago. For the first time, literacy is being held in check. Science, notably in the field of informatics, information and genetics, is revolutionizing our methods of production, communication and entertainment. The industrial era is behind us. We are entering the information age.

The facts are incontestable, their importance immense. They illustrate a few characteristics of this revolution which are transforming our lives and way of thinking; changes which I am convinced are for the better. But here we get to the paradox. For we see this revolution engendering a tangible ascension for a majority of humanity. Yet at the same time, we see - perhaps by its very nature in its present course - it leading to an increasingly rapid decline for a minority which never ceases to grow.

The latter phenomenon can be seen as an inevitable counterpart of the first. Far from living in antipodes, the majority and minority increasing overlap, not only geographically, but also in the fact that the passage from relative affluence to extreme poverty may be as sudden as it is unavoidable. We see humanity marching over two parallel routes but moving in opposite directions, breeding feelings of solitude and impotence as fear mounts. Divisions and antagonisms which we thought had been controlled are now intensifying and often erupting in violent clashes among people who can only envisage their future within ethnic, religious, cultural or social frontiers as fanciful as they are pernicious.

Thus, in the various domains I have described so positively above, the other side of the coin, is particularly dark. The zones of extreme poverty are expanding, the income gaps deepening. Today 1.3 billion people do not have the wherewithal to properly feed themselves. In the same country, the gap may go from one to 30 between the richest 20% and the poorest 20%. On a planetary level, this gap stands at one to 50; and worse, it has doubled over the last 30 years.

We find ourselves in an invasive climate of suspicion with regard to the *"other"* promoted to the rank of scapegoat by so many crushed or cast to the roadside by the mutations underway. As I wrote just two years ago in this magazine: *"differences, even just otherness, turn too often into a hostility which may lead first to exclusion and in the end extermination"*.

Just over a year ago, a genocide, at least 500,000 dead, ravaged Rwanda. Since the extermination of the Jews and Gypsies during World War II, we have been convinced that this would never happen again. But this time, it was carried out in full view of us all. Moreover, none of the forces which could have prevented or stopped the massacres had the slightest effect on the killers. An extreme example, but symptomatic of the most serious evil: a mental fracture being grafted on a social and economic one is making it easier to tolerate the intolerable. The poor, the unemployed, the excluded of all kinds, and worse, refugees, deportees, the dead, have come to people our daily lives without really disturbing us. It is as if we see them as strangers who don't merit a passing glance. We have succombed to passivity - a type of fatalism steering many citizens to cut themselves off from the larger world and relinquish their responsibilities to *"decision-makers"* who seem distant and almost impalpable. This feeling of resignation demands constant affirmation whereby we exalt the *"unessential"*. We become obsessed with acquiring more material goods at the expense of our spiritual lives and the quest to think critically and freely.

Traditional types of *"informal"* solidarity (family, village, community) are eroding because they also are based on production methods and cultural values which today are being questioned. In the industrialized countries, public solidarity systems created in the wake of the last world conflict are being chipped away; the *"welfare state"* is being dismembered, *"social"* budgets are being cut. On a planetary scale, official development aid from the *"rich"* countries declined from 0.34% of GNP in 1970 to 0.30% today. And the repayment of loans by *"poor"* countries currently exceeds the total value of these loans.

PROFITS AND LOSSES

"Alas!" sigh the *"realists"*, the *"pragmatists"* on all sides, reviewing these ills from the perpsective of profits and losses, as if the amplitude of change justified an inevitable toll of victims. *"Alas! So let's get going,"* the philosopher Vladimir Jankelevitch liked to say. Indeed, it is now time to react and fast. We know more than enough to move effectively into action against *"the real threats to international security,"* whose names, as I indicated in my introduction to the Medium-Term Strategy, are *"exclusion, poverty, rural decline, urban decay, mass migrations, environmental degradation, new pandemics, and arms and drug trafficking"*.

We all know that to vanquish these enemies we must put an end to current inequalities, lighten the burden of debt, promote lifelong education and vocational training; foster scientific and technological development so that each country can master its own destiny; facilitate urban rehabilitation and rural development; ensure respect for the law and freedom of expression, the independent functioning of justice and the incarnation of democratic principles in everyday practice. These are the basic building blocks for a culture of peace and of world development, the guidelines for the only collective ambition worthy of the boldness and imagination needed and the anchoring points for planetary and consenual action needed to combat the powerlessness which feeds division.

Utopian? I will answer this question by borrowing words from Wole Soyinka, winner of the Nobel Literature Prize and UNESCO Goodwill Ambassador, cited at length in the following pages: *"It's the notion of utopia that keeps humanity alive and progressive. Whatever advances are made in the sciences, in political engineering, even in philosophy are made only because at the back of everybody's mind, there is a notion of utopia."* A notion which constantly tells us to replace the use of force by the force of reason and love.

Federico MAYOR

UNESCO: THE RESOURCES

UNESCO's "regular budget", comprising the bulk of its resources, comes almost entirely from obligatory contributions made by Member States. The "regular budget" proposed to the General Conference for 1996-1997 is $518,445,000. This sum represents zero growth from the budget for 1994-1995. The amount of the obligatory contributions is calculated for each Member State according to criteria set for virtually all of the UN system which take into account such aspects as a country's wealth and population. At the other end of the scale, some 90 Third World Member States each pay 0.01%.
UNESCO also has "extra-budgetary" resources at its disposal , of which $290m is expected for 1996-1997. This money, contrary to the "regular budget" funds, is paid on a voluntary basis, with the main contributors being other UN bodies, international or regional financial institutions and Member States. These latter frequently make their contribution under the "Funds-in-trust" system, through which they finance an operation of their choice (see pp.12-13).

Portrait

HIS FEET ON THE GROUND, HIS EYES ELSEWHERE

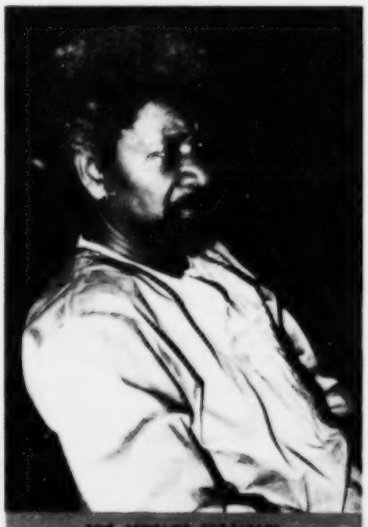
In 1986 Wole Soyinka became the first African to receive the Nobel Prize for literature. At 61 years of age, he has "learned" about patience, but is still seeking his utopia.

Ask him what subject artists should concentrate on today and Wole Soyinka, author and fierce defender of freedom, will answer *"tolerance"*, even if *"I generally don't approve of art being overtly directed towards one theme or another"*. Why? *"Because I believe that the world is very menaced right now by a plague of intolerance, to a point we have not witnessed for many, many years. This is especially true for religious intolerance, which is far more lethal today than racial intolerance. So let's hope that the Year of Tolerance (the UN having declared 1995 the Year of Tolerance) is not merely symbolic. Let's hope that it will stimulate the imagination of creative people all over the world."*

A FUTURISTIC PROJECT

For the Nigerian Nobel Prize laureate (for literature, 1986), named Goodwill Ambassador to UNESCO last October, art is far more than the expression of an aesthetic ideal. Rather it *"acts like a kind of storehouse of possibilities. It stores up horizons and visions and tries not merely to explain or expose what is directly wrong in society, but rather to expose what is possible as a futuristic project."* But, he adds ruefully, *"the majority of those who direct the politics of society are totally impervious to the influence of art"*.

Nonetheless this stock of ideas, projections and utopias, is not necessarily cast aside. *"They are absorbed immediately by the rest of society, who see their own vision, their own demands of society exposed before them. And that in itself can lead to a kind of activism which, sooner or later, forces the hands of the politicians."*



THE "ENFANT TERRIBLE" (Photo UNESCO/Ivan Forbert)

But the man who became known as *"the tiger"* for his radical stand against dictatorships - starting with his own country - has learned how to wait. *"I have learned about patience, and understood that it is part of the democratic process,"* he said at the "Audience Africa" meeting at UNESCO Headquarters early this year. Nonetheless he remains deeply committed to the convictions and passions of his youth. Novelist, playwrite, poet and musician, this *"enfant terrible"* of African literature is also a utopian, with - to paraphrase another great writer, Victor Hugo - his *"feet on the ground and his eyes turned elsewhere"*.

"I think that the notion of utopia keeps humanity alive and progressive," he argues. *"Whatever advances are made in the sciences, in politics, even in philosophy are made only because at the back of everybody's mind there is a notion of utopia. Unfortunately some notions of utopia are warped, diseased. The fundamentalist utopia, for example, is a sick one. It's an anti-humanist utopia.*

"The communists' world envisioned a kind of utopia, but one riddled with contradictions and treating human beings as mere statistics. As for the capitalists, I don't believe they have any notion of utopia. Their thinking is very individualistic, whereas utopia tends to be more a conception of society as a whole."

ATOMIZING SOCIETY

Hence his reticence with the development of *"cyberspace"*, which Soyinka classifies as a *"mercantile utopia"*. *"I've looked at advertisements for these new communications techniques - Internet and so forth. You sit on a little machine and your world is created around you. For me that's very peculiar. The people involved in this really think they are creating a utopia. But, I would call it a fragmented utopia. Utopia that individuates utopia. It atomizes society and the family even more so. When the world is in your hands, you don't have to go out any more to embrace it at more meaningful levels."*

And what is Soyinka's ideal? *"An egalitarian utopia, without authoritarianism. We know that there will never be an absolutely classless society. But the very fact that we dream of it, of the possibility, enables society to advance towards reducing the differences between classes, be they differences of sex, earning power, birth, race and the like."*

All of which seems like a profession of faith, reaffirmed countless times by UNESCO. *"Maybe UNESCO is the Organization of utopia"* suggests Soyinka. *"In any case that's what it's role should be: to constantly present to us the possibility of utopia."*

Sophie BOUKHARI
and Aracely MORALES

SOYINKA AND UNESCO: FELLOW TRAVELLERS

"As far back as I can remember, since my student days in the early 60s, I've been linked up to UNESCO in one way or another. I've taken part in seminars and organized others. I've taken part in the activities of the International Theatre Institute" (a non-governmental Organization accredited to UNESCO over which he presided from 1985 to 1987).

While he doesn't hesitate to qualify the Organization as *"an enormous bureaucracy"*, he nonetheless maintains that UNESCO is *"one of the most important achievements of what's called the 'global society'"*, in pointing to *" its work preserving ancient monuments, encouraging societies to respect their own environments and to discover things that are too easily taken for granted"*.

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EDUCATION WITHOUT FRONTIERS

Joe is, let's say, too old to learn. Faouzia and Sarafatov don't have the time and Padma has neither the money nor consent of her parents. How can they get past these barriers?

Six years after the Jomtien World Conference on Education for All, some of the Member States that took part have fallen into the trap of thinking it simply means having everyone go to school," says Dieter Berstecher, acting director of UNESCO's Basic Education Division. *"So UNESCO has to continue explaining what this high-sounding idea really means."* To help get the message out, UNESCO is relying on *"two key notions,"* says the Assistant Director-General for Education, Colin Power, pointing to education without frontiers and its component, lifelong education for all. The aim is to tackle obstacles such as age, time, space and poverty which keep hundreds of millions of children and adults - most of them female - from getting any kind of training.

"If you stick to a traditional school-based conception, education is reserved for people between the ages of six and 25. After that, you're into the world of work," says Berstecher. Universities, notes Power, *"tend to prepare young people for jobs that no longer exist, especially in Eastern and Central Europe. Young people think that they're going to find a well paid job for life. In fact, the economy is changing so rapidly that they'll have to create their own jobs in the future. In the West, 20 or 25% of young people leaving school or university are having great difficulty finding a stable job. These institutions must move into the real world - closer to the community, to society and to industry,"* he says.

A strategy based on continuing education would enable people to train or retrain as the labour market changes. For this, governments must make it more possible for everyone - including those with *"on the job"* skills or non-formal training - to have access to formal education or training. *"We see this in a few countries, like the United States, France and the Philippines,"* says Berstecher. *"People can have counsellors assess their knowledge and talents and then receive training in a formal school programme or university."* In Indonesia, millions of adults and young people are benefiting from non-formal education made up of courses recognized by the formal system.

Offering another chance to marginalized young people, especially those demobilized after a war, UNESCO is organizing intensive non-formal technical and professional training courses adapted to local conditions and in local languages in, for example, Haiti, Palestine, Rwanda and Mozambique.

Time presents another obstacle. How many little girls in the world cannot go to school because they must help their mothers at home or at the market or by looking after younger siblings? *"Education must be available at all times and all places - at work places, in the fields and at home,"* insists Berstecher. *"Children who work instead of going to school could have lessons at their jobs,"* says Berstecher. *"Women and girls forced to stay at home could be given self-taught courses. They would only have to go to school for consolidating courses and exams."*

Reducing discrimination and removing the cultural barriers which keep women and girls uneducated is vital in improving adult literacy worldwide. In sub-Saharan Africa, where the gender gap is very wide, UNESCO will be launching several related projects, including those to help 200 women in liberal professions strengthen their decision-making abilities and help girls receive scientific, technical and professional training.

SATELLITES

"We've got to reach the most remote places," says Berstecher. *"You can do this with distance education, even in places where there isn't electricity because then you can use solar power."* The world's nine high-population developing countries - such as China, India and Brazil - which are home to 70% of the world's illiterates and half of all out-of-school children plan to use satellites to broadcast televised educational programmes and so overcome another obstacle: space. The sizeable expenditure needed initially to buy equipment and produce programmes is off-set by long-term economies of scale as it is cheaper to educate someone this way than in the formal system, especially in large countries.

The ideal solution is to use a combination of audiovisual media, like radio, television and cassettes, along with written material, which is sometimes inadequate or mediocre and poorly used by underqualified teachers who themselves could benefit from training programmes also provided by distance education.

Some teachers in Asia and the Caribbean are already involved. But the quality of the programmes and the availability of the required technology must still be assured in the poorest countries. UNESCO is pushing governments, NGOs and business people (who are looking for respectability, partners and an international strategy) to work to this end - to dare to make the old educational structures broader and less formal.

S. B.

BRINGING SCIENCE DOWN TO EARTH

UNESCO's Science Sector shifts gears to integrate the scientific, social and economic factors in preserving the environment.

At first sight, there is nothing very new under UNESCO's "science sun". The course remains generally the same, heading for sustainable development with a proposed budget of more than $150 million for the biennium. Changes taking place are best sought in the definition itself of the key concept of sustainable development. *"This concept has been refined in recent years,"* explains Gisbert Glaser, co-ordinator of UNESCO's environment programmes. *"At the time of the Rio Conference in 1992, it was defined as meaning ecologically sound. But we now know that priority cannot be given to protection of the environment alone. The chair has to sit on all four legs: the rise in production and other economic activities; social development, i.e. combating poverty and unemployment; safeguarding the major environmental balances; and the cultural dimension linked to the specific features of the world's regions."*

A COMMON GOAL

Scientists must change their cliquish work habits in adopting an *"integrated approach"*. So, the entire working environment has been reshaped, putting all of UNESCO's science sectors - natural sciences and social sciences alike - in a single major programme. What's more, linked projects will enable each sector to make its own contribution in working towards a common goal.

At the heart of the system, natural scientists will be trying, as a priority, to minimize the uncertainties surrounding climatic trends in consolidating the scientific foundations needed to implement the Framework Convention on Climate Change. The Intergovernmental Oceanographic Commission with a rising budget of close to eleven million dollars will also play a key role through its Global Ocean Observing System. After all, we know far less about oceans than we do about land areas. For instance, we need to know more about the oceans' capacity to absorb carbon dioxide and other greenhouse gases, and the dynamics involved with the warming of surface waters.

Another unique operation, bringing together the International Hydrological Programme (IHP), the World Meteorological Organization and the International Council on Archives, will *"for the first time in history,"* says Andras Szollosi-Nagy, IHP secretary, *"make an inventory of the data on hydrology and climate available in archive collections in attempting to develop methods for converting this age-old knowledge into modern-day measurements."*

The UNESCO-Cousteau Chairs in eco-technology will combine scientific and technological advancements with prospects for economic and social development. *"The idea is to confront students who already have specialized training in economics, sociology, anthropology, ecology and similar subjects, with real-life situations, to get these students out of the ivy towers of the universities and into the real world,"* says Pierre Lasserre, secretary of the Man and the Biosphere programme. *"They'll be working in the field to simulate the implementation of development programmes and to try coming up with innovative solutions to complex problems such as conserving the primary forest of Brazil's Atlantic seaboard which neighbours the mega-cities Rio de Janeiro and Sao Paulo."*

The biosphere reserves (328 in 82 countries) will be playing a greater role, says Lasserre, as *"experimental models for sustainable development, especially for testing better land-management systems based on the participation of everyone concern. d, starting with the local people."*

The Social Sciences Sector (see p.15) is working with its natural science and ecology partners in helping local authorities improve the quality of life and promote a more active citizenship in urban areas. All of which is the main objective of the project "Cities : management of social transformations and the environment" (with a $500,000 budget). *"Cities are systems which usually don't work well,"* says Glaser. *"They need better all-round management. Most municipalities deal with problems one by one as they arise. But you can't develop the urban transport system, for example, without considering the pollution factor."*

VULNERABLE

Another major project (with a $1.7 million budget) criss-crosses environmental and development concerns of small islands and coastal regions - home to half the world's population with most of the densest urban development.

The project's main goal: help countries resolve conflicts involving natural resources - starting with water - and reinforce small islands which are threatened by rising sea levels and are particularly vulnerable to natural disasters.

"UNESCO is there, above all, to find answers to practical problems," insists Glaser. The Organization is planning a World Solar Summit in Harare (Zimbabwe) next September to focus on one of the most pressing problems: the availability of energy and the related economic and environmental costs. Conference participants will select 300 projects concerning renewable energy to be set up by the year 2005. The conference will also be the starting-point for a series of global "strategic projects", from education programmes to a world-wide solar energy information system, so that the "science sun" will shine at least on one of the most promising innovations for the coming century.

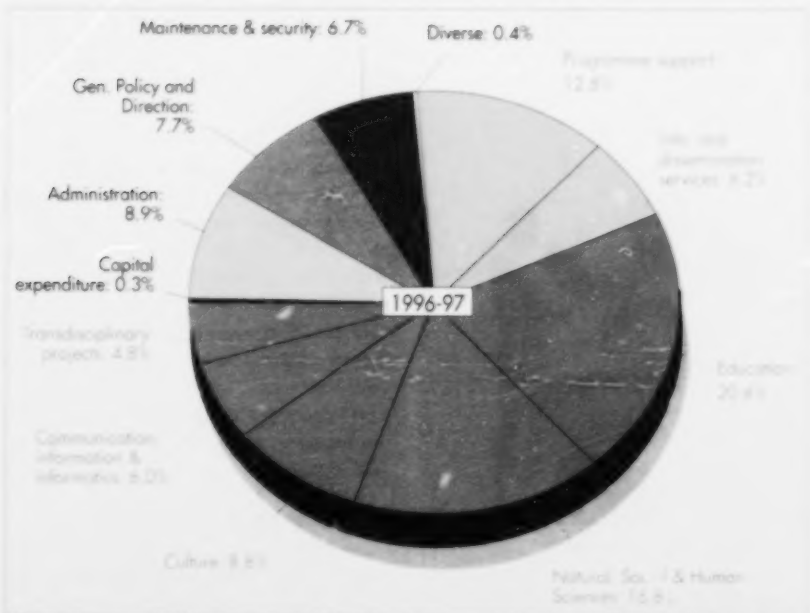
S. B.

ALL ARTICLES ARE FREE OF COPYRIGHT RESTRICTIONS - SEE P.3

RESOURCES AND PERSONNEL IN 1996-1997:

With a general climate of austerity, it comes as no surprise that UNESCO's resources for the next two years should remain stable with continuing cut-backs in staff.

THE "REGULAR BUDGET": 76% GOES DIRECTLY TO PROJECTS



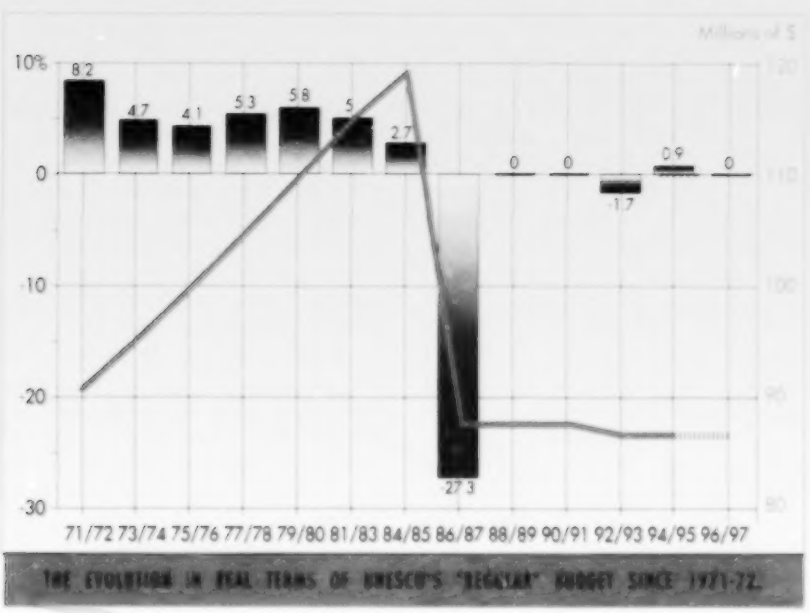
BREAKDOWN OF THE "REGULAR" BUDGET FOR 1996-1997

This graph shows the proposed breakdown of the "regular" budget, comprising obligatory contributions from Member States, for 1996-1997.

The lion's share of this, 76%, is destined to UNESCO's activities, with the remaining 24% being used to finance "general policy and direction" (services of the Directorate and the work of the General Conference and the Executive Board), building maintenance and security, and general administration.

The resources allocated to activities - or "programme" in UNESCO's jargon - are further divided into two parts. "Programme support", which covers relations with Member States and various other organizations etc., will receive 13% of the total budget. The remainder (63% of the total budget) is used for direct execution of the programme, with priority given to education, followed by the natural, social and human sciences, culture, information and communication.

THE "REGULAR" BUDGET: ZERO GROWTH



THE EVOLUTION IN REAL TERMS OF UNESCO'S "REGULAR" BUDGET SINCE 1971-72.

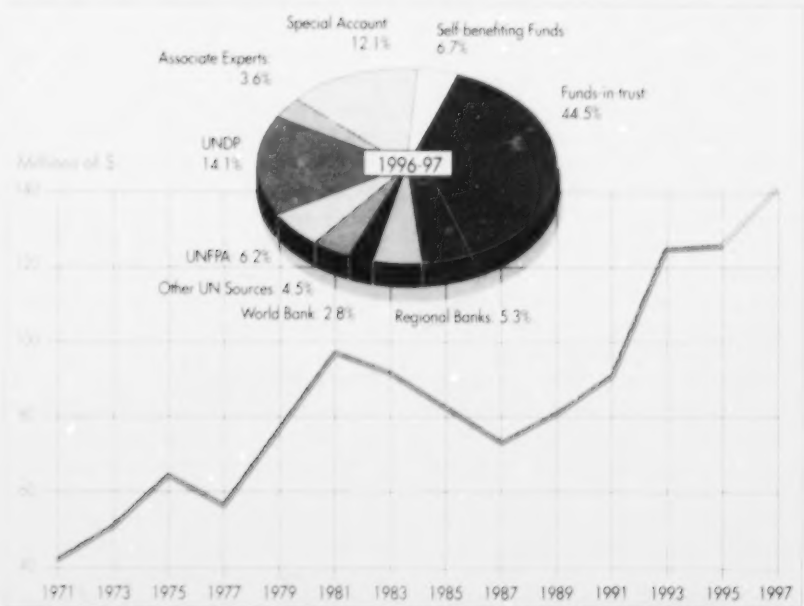
Two types of information are presented here. First, the precentage, marked in black, of the increase - or decrease - of UNESCO's "regular" budget from one biennium to the next.

In red, the Organization's "purchasing power", calculated on a constant cost level for the dollar, using 1971-1972 as the base year.

The reference budget thus starts at $91 million, climbs to $119 million in 1984-1985 and, after the withdrawal of the United States, the United Kingdom and Singapore, plunges dramatically. In 1996-1997, the proposal of $85 million remains the same as for the preceding biennium - a figure significantly lower than that of 20 years ago. UNESCO's budget is about the same as that of a medium-sized university in an industrialized country.

THE FIRST LEVELS OUT WHILE THE SECOND DROPS

"EXTRA-BUDGETARY" RESOURCES: A RISE IN SIGHT



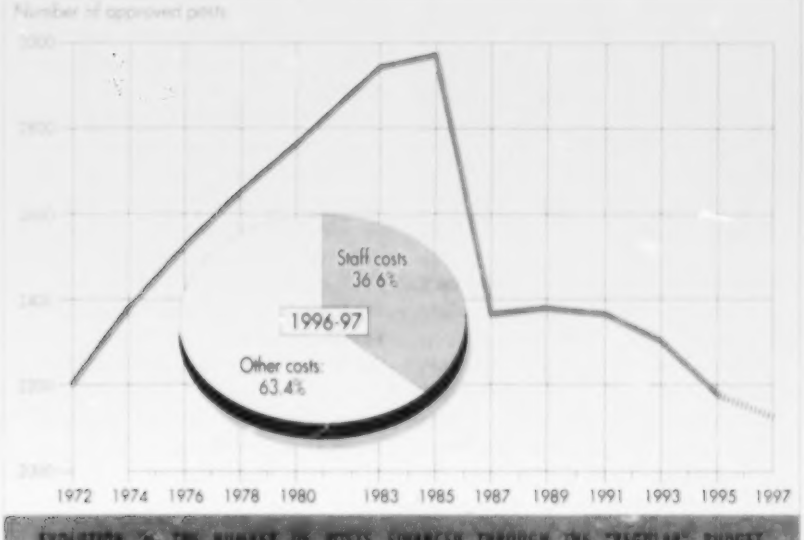
"EXTRA-BUDGETARY" RESOURCES FROM 1971 TO 1997 (ESTIMATE)

In addition to its "regular" budget, UNES relies on "extra-budgetary" resources c tributed on a voluntary basis primarily the Organization's major partners wit the United Nations system and Mem States - in general industrialized count helping to finance UNESCO projects in Third World. It is these countries that s ply the bulk of funds available for Spe Accounts which are opened to finance lo term activities managed by intergov mental committees, as well as Funds Trust, designed to finance a specific pro to be carried out over a given period, Self-benefiting Funds, through whic State can finance a specific project car out by UNESCO in that country.

Associated experts are "experts" w are "on loan" to UNESCO from Mem States which also finance their positio

In red, the evolution at "current" do rates, of extra-budgetary resources s 1971-72, as well as their probable bre down for 1996-1997.

PERSONNEL: THE CUTS CONTINUE



EVOLUTION OF THE NUMBER OF POSTS FINANCED THROUGH THE "REGULAR" BUDGET AND THE RELATIVE WEIGHT OF STAFF COSTS.

This graph shows (in red) the evolutio the number of staff positions finan through the "regular" budget since 19 72. This curve corresponds almost exa to that representing the Organization's p chasing power (opposite page). It sho be pointed out, however, that in rec years, the number of personnel has con ued to fall (2,153 posts proposed for 19 1997), while the budget has levelled o

Also illustrated here is the percent of staff costs on the total draft budget, "regular" and "extra-budgetary" resour combined. This percentage represents over a third of this budget. The same ra calculated for the "regular" budget, sta at 57.4%, which is, nonetheless, one of lowest percentages of all the compara specialized agencies in the UN system

Source: UNESCO's Bureau of the Bud
Infography: A. Darmon

AN EMBLEM FOR GOOD AND EVIL

In a seemingly intolerant world, where wars are fought along cultural boundaries, UNESCO's Culture Sector is trying to pave the way for peace.

Sometimes the simplest ideas are the hardest to catch on. After all, it took a World Decade for Cultural Development to reinforce the idea that culture gives people meaning and values so they can live and work together. So in the Himalayas, for example, a network of researchers is rediscovering Buddhism as a vehicle for environmental awareness. Studies are underway in Arab States to develop *"sustainable tourism,"* respecting local traditions and the environment. In Indonesia, a Decade project involving religious leaders is sending out the family planning message through mosques. It's all part of a common-sense approach in which people's values and knowledge are put to work in improving the life of the community - a central idea highlighted in publications and policy papers closing the Decade in 1997 and forming the cornerstone of the Report of the World Commission on Culture and Development expected to stress ethics, human rights, democracy and cultural pluralism.

But UNESCO's culture sector must move quickly if it is to keep up with the world's rapid cultural changes. *"Conflicts will increasingly be fought along cultural boundaries, based on ethnic, national and religious differences,"* says Lourdes Arizpe, the sector's Assistant Director-General. *"Cultures have become emblems in the reordering of global, national and regional affairs. On the negative side, we see cultural differences being manipulated for ethnic cleansing in Bosnia or for intolerance in religious fundamentalism and yet we're also seeing in many places that culture enhances people's trust, cooperation and solidarity in working together."* So UNESCO has the double task of *"preserving the cultural heritage that provides identity and cohesion and of encouraging untamed creativity since we now live in a world that is escaping from our minds and systems"*

These components form the *"cultural capital"* which the sector is investing in a peaceful future. For now more than ever, decision-makers need the tools to promote tolerance. So, a new series of activities is being launched with the Organization's Culture of Peace Programme in which public authorities, community groups, NGOs and research centres look to successful models of multiculturalism in coming up with alternatives for their own societies. In Africa, workshops will help young people from different communities improve their quality of life while promoting shared values. Women's groups in Latin America and the Caribbean will explore their new opportunities in the democratization process.

Intercultural dialogues have always given rise to greater understanding, even when there has been conflict. The 'Roads' project - with the 'Iron Roads', 'Maya World', 'Roads of Faith', 'Slave Route' and that of Al Andalus - revives these dialogues of the past through a vast network of cultural itineraries, researchers, studies and exhibits (See *Sources* dossier No. 70). The next two years will also bring the closing reports of the 'Silk Roads' project and publication of the *"Atlas of Baroque Cultures"*.

At the same time, the sector is ensuring regional balance in its projects. The World Heritage Centre, for example, *"needs to be more universal,"* says it's director, Bernd von Droste. *"We expect more than 150 State Parties to the World Heritage Convention (142 as of 17 August) in the next two years, with a World Heritage List of more than 500 sites (440 as of 17 August). But we need to be more balanced in terms of cultural identity and natural diversity by getting away from our previously held European bias."*

AFRICAN GRIOTS

The move is on to get more sites on the List from developing countries. But as von Droste points out, *"how can we ask people close to starvation to think about protecting heritage sites for future generations? We need to mobilize the resources so people can afford to make long-term decisions."*

"We also cannot overlook treasures of a less tangible kind," insists Arizpe, pointing to *"oral traditions like the griots of Africa or the music of the Andes. Such treasures may even be individuals in whom a specific art or craft reposes"*. From initiating a new convention against illicit trafficking of artistic and cultural property (see p. 22) to setting up a fund for restoring film heritage and projects protecting artists' copyrights, the sector is working to preserve the world's cultural, intellectual and artistic heritage. At the same time, it is encouraging creativity in modern cultural industries and traditional arts and crafts.

Thus cultures as *"emblems"* are coming to mean more in terms of identity, heritage and governance. But unfortunately the sector's responsibilities and opportunities are mounting at a pace which its proposed biennial budget of $94 million cannot match. Mission impossible? *"Not quite"*, says Arizpe, adding that UNESCO is not a bank for projects. *"Rather it's up to us to provide people with spaces in which to debate and seek guidance in solving their own problems."*

Amy OTCHET

SHAPING THE FUTURE

We can no longer afford to swing from catastrophe to catastrophe, we must learn to manage better.

Is it possible to *"manage"* the social, economic and political upheavals the world is presently witnessing? *"Not only is it possible, it has become imperative,"* argues Francine Fournier, Assistant Director General for UNESCO's Social and Human Sciences Sector. *"Population pressures and environmental problems, to cite just two issues, have reached a point where we can no longer afford what I would call unsustainable and unsociable development. But choosing the right direction requires a thorough understanding of the how and why things happen and the implications of decisions taken."*

Working to shape the future, rather than *"swinging from catastrophe to catastrophe"*, has thus become the Social Science Sector's driving force. Its major vehicle is a programme that goes under the name of MOST, or the Management of Social Transformations.

Led by an Intergovernmental Council comprising 33 Member States and a Scientific Steering Committee composed of nine highly qualified social scientists, MOST was set up in 1994 to promote international comparative research in social transformations and development, with the aim of increasing our knowledge of these processes; knowledge which decision makers will be urged to draw upon for policy-making and problem solving. It thus serves as a bridge between researchers and governments.

POVERTY AND EXCLUSION

In the wake of the Social Summit (Copenhagen, April 1995), which UNESCO is committed to following up, MOST has shifted its focus to the fight against poverty and social exclusion, and the question of social cohesion. *"We are concentrating our research efforts on three important aspects of contemporary social transformations: multi-cultural and multi-ethnic societies, cities and global-local linkages,"* Fournier explains.

In tandem with MOST, other *"more operational activities"* are aimed at promoting human rights, peace and democracy. *"How can we achieve social development that is sustainable if there is no real participation by the whole community? If there is no real respect for human rights? And if there is no peace?"* asks Fournier.

Workshops, training programmes, accessible publications and projects in these areas are underway or on the drawing board.

A survey of the world's youth - their situation, lifestyles and aspirations -is one such project to be undertaken over the next six years. *"Initially we will gather data from sociological surveys on youth carried out around the world. This information will be made broadly available and used to both encourage kids to express themselves and get governments to include them in the preparation of youth policies and programmes,"* explains Arthur Gillette, director of the Division of Youth and Sports Activities.

Another example is the Project on Cities: management of social transformations and the environment. *"The disintegration occurring in many major cities with the arrival of large numbers of generally poor new inhabitants is evident to all. The shantytowns and favellas that have sprung up as a result will not simply disappear. Bulldozing them back into the dust, as has happened in some places, only creates large numbers of homeless and desperate people. Rather we need to confront the difficulties and look for ways of integrating the newcomers and meeting their needs and desires,"* Fournier says. The cities project will be carried out with the Man and the Biosphere Programme (MAB), bringing together the social and ecological sciences. A number of experiments and pilot projects will be carried out in different cities, initially dealing with social exclusion, drug abuse and delinquency, improving inter-community relations and developing local production activities. Ways and means of creating new jobs connected with social activities and environmental conservation will be explored and management training programmes devised for municipal officials and community organizers. Information on these various activities will be made widely available through publications, CD-ROMs and electronic networks such as Internet.

The sector is also promoting research on the peaceful settlement of conflicts, in close cooperation with other United Nations organizations, funds and programmes.

The Social Sciences Sector is UNESCO's smallest. For the 1996/1997 biennium it has set a budget of $16 million, modest sum for such an ambitious programme. This is perhaps partly due to the nature of this discipline, and the fact that, unlike the *"hard sciences"*, results in the *"soft"* social sciences are often difficult to gauge.

"We are dealing with human behaviour - attitudes, beliefs, cultural patterns, lifestyles and the like, which are difficult to measure, weigh or put a price on," Fournier says. *"Yet it is precisely these things that must be better understood if we want to change; if we want to achieve sustainable development, if we want to build a culture of peace."*

Sue WILLIAMS

SUPERHIGHWAYS, SUBWAYS AND SHOE LEATHER

Preparing for the information revolution, by whatever means possible.

If Internet continues growing at its present rate of 10 to 15% per month, some have calculated that in three years its traffic will exceed the total world voice traffic. Put another way, by the end of the decade, 200 million computers will be hooked up to it." Figures like these, continues Henrikas Yushkiavitshus, Assistant Director-General for Communication, Information and Informatics (CII), cannot be ignored.

Accordingly, the Organization has broadened its concept of the free flow of information to include what have become known as the *"information superhighways"*. The CII sector, in particular its General Information Programme (PGI), has been regeared towards their development.

"We are expecially concerned by the legal and ethical aspects of this development," explains Yushkiavitshus. *"We need to ensure that this technology does not increase the gap between rich and poor, or that its growth is not guided by market forces alone which would inevitably marginalize intellectual areas. There are copyright issues (and cultural questions) that need to be resolved. Today, for example, more than 90% of databases on the Internet are in English. How do we accommodate other languages?"*

With a proposed total budget of $64 million for the 1996/97 biennium, CII will also work to open up access to new information technologies in developing countries through a series of pilot projects in the Caribbean, Africa, Latin America and the Mediterranean region. It will also help Member States draw up policies and strategies on the use of and access to information technologies.

New technologies are also the focus of the "Memory of the World" project, aimed at safeguarding and promoting endangered world documentary heritage. *"Ironically, what is written in stone remains with us, but what has been written on paper is disappearing,"* Yushkiavitshus explains. Under this project, documents such as the ancient Sana'a manuscripts and the mediaeval Radzivill Chronicle retracing the origin of the European peoples, and even audiovisual material will be transferred onto CD-ROM for preservation.

COMMUNITY RADIO

At the same time, CII will continue its work in developing mass media: radio, television and the press, notably through the International Programme for the Development of Communication (IPDC).

After successful regional seminars in Africa (Windhoek 1991), Asia (Almaty 1992), Latin America and the Caribbean (Santiago 1994), professional media organizations from the Arab countries will meet in Sana'a (Yemen) early in 1996 to work out a strategy for promoting independent and pluralist Arab media.

"We have put new emphasis on the development of community-based media, expecially rural radio," says Yushkiavitshus. The "Women speaking to women" project is one example. Four rural radio stations designed for and run by women will be set up in least-developed countries in Africa, Asia and the Caribbean.

Neither have training and research been left aside. *"Over the next two years UNESCO and the World Organization of the Scout Movement will undertake an international survey to assess the effects of television and video violence on young people, the results of which will be published and widely disseminated,"* says Yushkiavitshus.

ORBICOM (the network of UNESCO Chairs in communication) will also be reinforced and extended. At present nine ORBICOM chairs exist in universities stretching from Uruguay to Canada and Hungary. The target is to establish 20, thus providing a tool for academics, scientists and professionals to strengthen the exchange and transfer of knowledge.

"Communication is a basic component of all democratic societies and a basic means of disseminating knowledge and values," said Director-General Federico Mayor at ORBICOM's inauguration ceremony in Montreal (Canada) in May 1994. It is essential for development and should not be seen as a *"luxury"*.

"The information revolution is at our door," stresses Henrikas Yushkiavitshus, *"and all countries, whatever their state of development, have to start preparing for it. We are looking at all possibilities to achieve this: superhighways, to be sure, but also highways, subways or simply going on foot."*

S. W.

TO FIND OUT MORE ...

MEDIUM-TERM STRATEGY 1996-2001. Based on the deliberative reflections of the Secretariat and Member States, it presents the directions guiding the Organization into the 21st century.

DRAFT PROGRAMME AND BUDGET FOR 1996-1997 is the main source of information on UNESCO's four major programmes and budget for the next two years.

UNESCO TODAY. This brochure provides a run-down on the Organization's goals and means to achieving them.

A wide variety of information materials on UNESCO's programme include notably:

UNESCO: WORLDWIDE ACTION IN EDUCATION. An illustrated 56-page booklet presenting the Organization's strategy to meet the challenge of Education for All (EFA). Now available with a CD-ROM of key data on education, including statistics, bibliographical references, photos and videos.

EFA 2000. A quarterly bulletin reporting on activities and progress of inter-agency efforts to achieve EFA goals.

Leaflets, newsletters and other materials are available from UNESCO's major scientific programmes: Man and the Biosphere programme (notably **INFOMAB**); the Intergovernmental Oceanographic Commission and Marine Science Related Issues (notably **INTERNATIONAL MARINE SCIENCE NEWSLETTER**); International Geological Correlation Programme; the International Hydrological Programme.

THE WORLD HERITAGE NEWSLETTER reports on the state of WH list sites and activities of the WH Committee and Centre.

Having finished your secondary studies, you decide to continue your education overseas, and seek financial support.

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7 place de Fontenoy,
75352 Paris 07 SP, France.

THE OTHER HALF OF THE SKY

A women's literacy programme in China is changing millions of lives.

Qi Yiling lives in a village in Xuan Wei County, a deprived area on the edge of the mountain province of Yunnan in south-west China. For her and for the other women of the village, who work an average of between 14 and 18 hours a day, life is an endless round of washing, cooking, housework, work in the fields, child care, washing, cooking - and so it goes on. When something is wrong or is not done quickly enough, her husband hurls complaints and insults at her. Qi Yiling is completely illiterate. One day, she says, when she was collecting her sick daughter from hospital, she went round and round the bus station, unable to find the right stop for her bus home. She felt so humiliated that she wandered around for a long time before making up her mind to ask someone.

But now Qi Yiling knows that her life is going to change. A few days ago, she started attending literacy classes and is learning to graft fruit trees, previously regarded as men's work. This is possible because the All China Women's Federation (ACWF), the Yunnan Education Commission, UNESCO, the UN Development Programme and the Ford Foundation have joined forces to enable her to take part in the Skills-based Literacy Programme for Women, launched in 1990. The project is part of the "Shuangxue Shuanghi" movement (a term which encompasses basic education, learning certain technical skills and the desire to contribute by emulation to social progress), launched by 12 departments of the central government and the ACWF. The federation has taught 20 million rural women to read and write since 1989 and has just received the King Sejong Literacy Prize of $15,000, awarded each year by UNESCO.

70 COURSES

The programme has had an enormous number of takers in Xuan Wei County, where 66% of illiterates are women. The women are advised by the ACWF and are then free to choose the courses they prefer from the 70 on offer. They include training in income-generating activities, reading, writing and arithmetic and other skills useful for daily life such as health care, family planning and energy-saving.

Ma Xianwei is a young woman of the Hui ethnic group, one of the 25 minorities living in Xuan Wei County. Life began to change for her five years ago when she decided to attend an ACWF training course. This 30-year-old woman is now making 30,000 yuan a year from her half-hectare vineyard, many times the income of the average family in the county (about 600 yuan, or $75). *"I was scared to death at the mere thought of going into a classroom when officials from the Women's Federation in the city tried persuading me to sign up,"* she recalls. *"I was worried that nobody would look after the family if I attended the class, and besides, I was illiterate"*.

Her mother-in-law, hostile to the project, pressed her to stay at home and do the housework. Being able to read and write and earn money is not part of the traditional role of Chinese women. After all, in southern Yunnan, women are compared to crabs, inferior creatures, or to sheep. There is also a popular belief that a house built by a woman will inevitably collapse and that if she grafts a tree it will never bear fruit.

But officials from the federation have no time for these old superstitions. *"Times have changed today and women must learn to read and write and master technical skills so as to fight against poverty on an equal footing with men."* Women are as important as men, as they frequently claim in the slogan that puts it so well: *"Women hold up half the sky"*.

DETERMINATION

In order to convince reluctant families, the organizers and members of ACWF take no half measures: they conduct door-to-door campaigns, organize teams to ensure that women come to class regularly, publicize their activities in the local media, plaster walls with newspapers in the villages and distribute leaflets.

As most of the classes take place in the afternoon and evening, Ma Xianwei and eight other women from the village finally decided to attend, continuing to work in the fields and do the housework in the morning. Each course lasts between 15 and 30 days. As most of the trainees are

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In addition to women, youth and the least developed countries, Africa is considered one of UNESCO's four priority groups. Following Audience Africa

LITERACY CLASSES IN A VILLAGE IN SENEGAL (Photo UNESCO/Inez Forbes).

(February 1995) and with a budget of more than $15 million, the activities planned under the title of **"AFRICA IN UNESCO'S PROGRAMME"** include: support for the democratic processes; literacy teaching for women and young girls in rural areas; access to higher education in science and technology; training in artistic creation and crafts; development of community media and training in communication.

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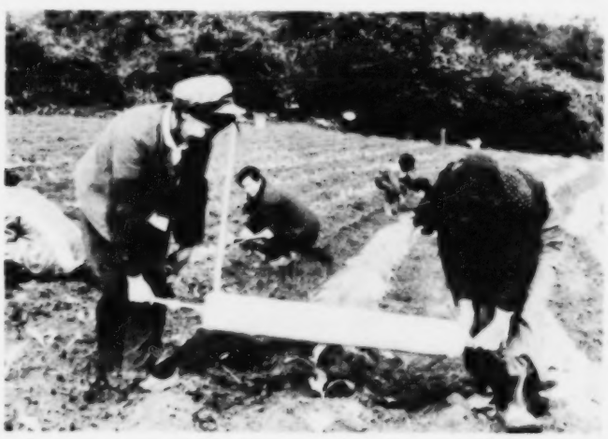
The ***UNITWIN*** programme aims to reinforce cooperation between universities and widen the transfer and sharing of knowledge. A major component is the UNESCO Chairs programme offering post-graduate students advanced training in their own countries or those neighbouring. About 200 chairs are currently working in diverse disciplines ranging from biotechnology, ecology and the environment to human rights and genetics. In 1996-1997, UNITWIN will constitute one of UNESCO's major means of promoting inter-university cooperation by increasing allocated resources to $3,800,000, a 75% increase from the preceding budget.

illiterate, vivid pictures are used in classes instead of books. *"These women are quick to learn,"* says Liu, a teacher. *"Not only can they easily understand the pictures, but they are also very good at memorizing characters"*. The literacy classes are usually held between 7 and 9 p.m. Women of all ages sit in circles around hurricane lamps and learn the basic 1,500 Chinese characters. The material covers a wide range of topics from classics like Aesop's tables to Chinese war stories to practical skills such as pig raising, duck, chicken or quail breeding and tofu making to family issues. After class, those who have to walk a long distance are escorted by *"guards"* from the community to ensure their safety.



TESTING THEIR KNOW-HOW AT AN EXPERIMENTAL FARM (Photo Ren Hua)

Every school in the county is encouraged to take on a double role as primary school during the day and adult education centre in the evening. The teachers are paid a subsidy of 10% on top of their salary to compensate for the extra work.

According to Wang Rongxue, the programme director, the women very rarely relapse into illiteracy as even in the most remote villages they are constantly in contact with writing, if only in the form of posters and newspapers plastered on the walls. In addition to reading, writing and arithmetic, the course teaches them basic craft skills. As there are no technical textbooks, the local authorities in the county are producing their own material, gearing it to local conditions and presenting a positive image of women to enhance their status. Practical work is done on experimental farms or in specialized institutions, supervised by specialists from the agricultural or livestock departments, health workers and experts on local crafts. This was how Ma Xianwei learned to grow grapes and how Luo Guixiang, a 40-year-old woman of the Yi ethnic group, became the first dressmaker in her village.

According to Zhu Jiamai, director of the Xuan Wei Women's Federation, for Xuan Wei County 85% of the women workers in the county have taken classes of various kinds, and more than 1,000 have since earned at least 10,000 yuan a year. Thousands of villagers have chosen to raise pigs, grow mushrooms, tobacco or cereals, tend fruit trees, embroider, manage a small business, etc. So far, 36,000 women have learned to read, write and calculate, and the rate of illiteracy among girls has fallen by 29% compared with the average rate for the province. More than 300 technical training courses have catered for 275,000 women.

There has been a palpable effect on the villagers' standard of living and on the county's economy. Pig-breeders (pork is the most popular meat in China, and the cheapest) have increased production by 31%. Maize crops and sanitary conditions have greatly improved. Many families now have stoves which use little energy but conserve 42% more heat, thus reducing air pollution in houses. Above all, the women of Xuan Wei County have gained self-confidence. Gradually, the clouds are clearing from half the sky...

YAN Wenbin and ZHOU Dongti (Yunnan and Beijing), and NAMTIP Aksornkool

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In educational areas, UNESCO's work is underpinned by three institutes working in the field.

The **INTERNATIONAL BUREAU OF EDUCATION** (IBE) in Geneva is dedicated to developing comparative education as well as educational information and documentation. Its documentation centre boasts nearly 100,000 titles compiled on data bases and just recently on CD-ROM. The IBE receives researchers dealing with science education and interns. Every two years, it organizes the International Conference on Education with the theme of the 1996 conference being *"the role of teachers facing the challenges of rapid social and educational change"*.

The **UNESCO INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING** (IIEP) in Paris focuses on three types of activities: annual training courses for education planners and administrators; research on education management; distribution of related publications. In the 1996-1997 biennium, the IIEP will pay particular attention to assisting Member States reform or reconstruct their education systems.

The **UNESCO INSTITUTE FOR EDUCATION** (UIE) in Hamburg (Germany) is a research centre specializing in lifelong education, literacy and post-literacy. The UIE will prepare the International Conference on Adult Education in 1997 and serve as its secretariat.

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The 50 ***UNESCO FIELD UNITS*** were created to better link the Organization to its Member States. Besides acting as information and liaison networks, they also serve to advise Member States and coordinate activities between international organizations and NGOs. The decentralization process, started in the last few years, will be intensified with the appropriate transfers of responsibility and resources. It has been proposed that 34% of the Organization's budget for programme execution be decentralized to this programme.

THE ROAD TO THE AMAZON

New life is brought to deforested land in Brazil's Central Amazon as highway construction threatens to disrupt the entire region.

Call it progress or the inevitable demise of a mysterious paradise. In the end, it won't matter because construction will go on as planned with workers gunning bulldozers and mixing concrete to lay the roads bringing the depths of the Central Amazon to the world's markets. Two new roads are slated for Brazil's Amazonas State, but the biggest impact will be felt with the BR 147 highway linking the Central Amazonian city Manaus in Brazil, to Caracas in Venezuela.

Don't count on any media events with raging environmentalists chaining themselves to trees in desperate hope of stopping construction of what the government hopes will be an economic life-line for the entire region. No, the experts are far too reasonable for such antics. For they fully appreciate that their best chance to protect one of the world's richest tropical rain forest ecosystems lies in finding a way for sustainable use of it's natural resources with the people living there. So groups like the National Institute for Amazonian Research (INPA), the region's largest basic and applied research organization with 13 departments covering everything from botany and forestry to human health, are teaming up with UNESCO's Division of Ecological Sciences to try to deal with the opportunities and consequences of contemporary development.

THE RAINY SEASON

"We're going to see the whole area change in that the roads are reviving a lot of old farms," says João Ferraz, a reseacher at INPA. *"Now farmers only produce enough for local consumption in Manaus. They don't produce more because they cannot transport the crops to other markets, especially in the rainy season when everything washes out. That's going to change. Reactivated farms will mean more deforestation as people will want to extend their fields and pastures. At the same time, we're seeing more people come to the area because of a lack of land in southern Brazil."*

Population size has been on the upswing roughly since the region became a tax-free zone in 1967, thus concentrating industrial development in core cities like Manaus with electronics multinationals hungry to fire up their factories with wood and charcoal from the surrounding forest. And with the factories came workers needing building materials for their homes as well as farmers anxious to expand their fields in providing agricultural goods and live-stock for the city's growing markets. Today, forest resources are under dangerous strain with 65% of the entire state population living in and around Manaus.

"It's not the people themselves that pose the problem - but for whom they're working," says Ferraz. *"On one hand, there are people who slash and burn the forests to farm for their personal consumption. They tend to live in isolated regions, using small amounts of land and moving every three or four years. This doesn't cause any significant damage because the land has the chance to regenerate. The problem is when they start moving to more populated areas to work for wages on large or mid-sized farms. Suddenly, they're using chainsaws to destroy the forest, selling timber and charcoal in town."*

THE WORLD'S BEEF CAPITAL

Ferraz is not so naive to think that he or INPA can hold market forces at bay. This is after all, a tax-free zone intended to encourage economic growth. But the researchers are 'stubborn' enough to insist that environmental preservation coexist with social and economic development.

"We don't need to constantly destroy more primary forest," says Ferraz. *"Instead we can reclaim and reuse the already deforested and degraded areas."* And there's plenty of that to go around. *"In 1968, the federal government was convinced that the Amazon could be the beef producing capital of the world. Technicians pointed to the climate and soil saying, 'wouldn't it be wonderful to have pastures here!' So the government started investing heavily in the idea, granting enormous subsidies to willing investors. The problem is that the pastures began to degrade within three years. Later when everyone realized what a huge mistake it was, most of the large landholders said, 'OK, we've received enough money from the government', and they just packed up and left."*

Today, however, experts like Ferraz are finding potential gold-mines in these

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With the Silk Roads' success in promoting new opportunities for inter-cultural dialogue and exchange, UNESCO is looking to other routes forging the history of humanity such as: the **SLAVE ROUTE**, a multidisciplinary study of the transatlantic slave-trade highlighting interactions between Africa, the Americas and the Caribbean; the **IRON ROADS**, exploring the impact of metallurgy on African societies; the **AL ANDALUS ROUTES**, uncovering the common heritage between Islam, Christianity and Judaism and between Europe, the Arab World and Africa from the eighth to the 15th century; the **ROADS OF FAITH**, exploring relations between the three major monotheistic religions on the pilgrimage to Jerusalem.

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Building a nursery in a village in northern India, outfitting a women's social centre in a Senegalese village, providing textbooks for Palestinian children - these are just some of the mini-projects (about 50 per year) which the ***CO-ACTION PROGRAMME*** helps financially by launching public appeals. Contributions go directly to the projects, as all administrative costs are borne by the Organization.

UNESCO SOURCES

degraded lands. By joining forces with local institutes and with UNESCO's support, they set out to determine which native species could be best cultivated on this land. In the end, the Brazil nut took the lead. Planted by Amazon Indians since pre-Columbian times, the tree produces seeds rich in protein and oil, valuable timber as well as bark used for basket-weaving and medicinal tea. *"People generally stopped collecting the seeds because it's not economically profitable to wander around the forest collecting them,"* says Ferraz. *"Yet there is a Brazilian and international market for the seeds. As the saying goes, 'if you can produce it, you can sell it.'"*

BRAZIL NUT SEEDLINGS COULD OFFER A CASH-CROP FOR FARMERS RECYCLING DEGRADED LAND (Photo UNESCO/J. Ferraz).

After devising an inexpensive and quick way of producing some 320,000 seedlings, planting got underway with degraded land provided courtesy of Aruana Farm, one of the *"few"* of those infamous cattle producers dedicated to *"finding a sustainable alternative,"* says Ferraz. Within five years, trees began flowering and bearing fruit. The move is on now to grow a hardier tree and more nutritious nut.

The government and private institutions have already begun distributing seedlings to Parcaa-Novos Indians and small farmers in Rondônia State. Though Ferraz expects that the larger and mid-sized farms will benefit the most by these cultivation techniques, given that few small farmers can afford to wait six years to start selling crops. Some development experts are concerned, however, that if trade in the Brazil nut does take off, the larger farms will extend into forest areas in the bid for greater profits. A distinct possibility. Ferraz points out that if farmers want to cultivate primary forest land, they must apply for government licenses which require that they submit plans for 'sustainable management'. *"But unfortunately, no one knows exactly what that means."*

There are no easy answers given the region's extraordinary natural and social diversity and the economic interests at stake - which makes it all the more important to see through current proposals to create the first biosphere reserve in Brazil's Central Amazon. Part of UNESCO's Man and the Biosphere Programme's world-wide network of reserves, it would gather all interested parties - researchers, forest rangers, manufacturers, farmers, labourers and people living in the hinterlands - in adapting development to the region's environmental and social rhythms. Some areas would be reserved for conservation, others open to economic activity with buffer zones in between (See *Sources* No. 69). *"At this point, the recommendations are very general, similar to those which could be applied to other reserves,"* says Ferraz.

The Amazon certainly presents some unique challenges - consider the logistics in just finding people living out in the bush. But Ferraz is optimistic, pointing to a series of environmental education programmes - from training kids to be eco-tourist guides to helping adults make furniture and handicrafts from wood scraps. Why is education so important? For Ferraz, the answer is simple. *"We've got to get people thinking about these kinds of alternatives now if we want to preserve the Amazon in the future."*

A. O.

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The **PARTICIPATION PROGRAMME**, with a planned budget of $25 million for 1996-1997, is intended to reinforce the partnership between UNESCO and its Member States by helping to carry out modest but practical projects such as emergency aid, study grants, research and publications. The programme's activities also aim to strengthen science and communication infrastructures and the preservation of cultural goods in the case of a catastrophe.
NGOs and inter-governmental organizations may also take part in the programme under certain conditions.
UNESCO's Fellowship Bank, for example, will receive funds to promote international educational exchanges.

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Created in 1993, the ***INTERNATIONAL BIOETHICS COMMITTEE*** gathers scientists, philosophers, economists, lawyers and sociologists in providing a forum for transdisciplinary and multicultural questioning concerning the implications of discoveries and technological innovations made in the biological and biomedical sciences. This type of reflection is organized with a view to preparing an international instrument on the human genome to be adopted by the General Conference during its 29th session in 1997.

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In promoting the most effective ways of transferring research results from academic institutions to industry, the **UNISPAR** (University-Industry-Science Partnership) programme aims to strengthen relations between scientific and technological training, specifically engineering and industrial activity.
For example, in 1996-1997 ten African research institutes will be selected to present their research results of projects dealing with food production and processing, biotechnologies, health, renewable energy and low-cost materials at a regional fair. The aim is to attract enterprises interested in commercializing these projects.

A CLEAN DEAL

The next phase in the battle against art traffickers is launched with a new treaty.

Art thieves beware! A new international convention has come into being that will make life much more difficult for traffickers of stolen art and cultural property.

Initiated by UNESCO in 1984 and adopted in Rome last June 24, the UNIDROIT Convention targets private markets where the majority of illegal transactions occur. It thus compliments UNESCO'S 1970 intergovernmental Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Owernship of Cultural Property.

"Together the two conventions close many of the loopholes that had prevented courts from combating more forcefully the illegal trafficking of cultural objects," explains Lyndel Prott, UNESCO's Chief of International Standards and an architect of the new framework along with UNIDROIT experts (the International Institute for the Unification of Private Law).

Under most existing national laws, art dealers need not reveal the ownership history of an object for sale. Cultural and art objects are the only tradable commodities of significant value not subject to such documentation, as is required each time real estate, automobiles or treasury bonds change hands. French law in this field is a notable exception, but has not been fully enforced. Secondly, under most laws, it is virtually impossible for rightful owners to retrieve a stolen object once it has been resold to a third party. This holds true even if the object in question is widely acknowledged to be stolen, provided the third-party purchaser was never informed or involved in the object's theft. Australia, Canada, New Zealand and the United States, whose laws favour the original owners of stolen cultural property, are exceptions.

The new conventions challenges both of these constraints by putting the burden of proof squarely on the holder of allegedly stolen cultural property. It states that the *"possessor of a stolen cultural object must return it"*. It denies any compensation for return of a cultural object unless *"the possessor neither knew nor ought reasonably to have known the object was stolen"*.

No previous international law goes so far in forcing potential art buyers to enquire fully about an object's past ownership.

Under the UNIDROIT Convention, a claimant to a cultural object may choose a court either in the possessor's country or the one where the object is currently located. A claimant must file for restitution within three years after the *"location of the cultural object"* and *"the identity of the possessor"* is reasonably determined. Such claims may be filed up to 50 years from the original time of theft. However, if the object *"belongs to a public collection"* or *"forms an integral part of an identified monument or archaeological site"* claims may be filed within 75 years or longer, depending on existing laws where the claim is made.

Delegates from 70 nations, including France and Italy which both have major art-importing markets, adopted the UNIDROIT Convention on Stolen or Illegally Exported Cultural Objects. The convention will enter into force six months after full ratification by the parliaments of five countries.

Prott expressed hope for widespread ratification of the convention within the year. *"It had the full input and support of dozens of countries with an interest in defending their art markets,"* she stresses. *"Their support suggests consensus on the broader need to defeat art traffickers, while at the same time serving the interests of legal art dealers and buyers."* ■

Photo: Terracotta mask (IV - VI century) stolen from the Musée archéologique de Saint-Bertrand-de-Comminges (France).

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UNESCO's WORLD HERITAGE CENTRE works with Member States and the general public in promoting the Convention for the Protection of the World Cultural and Natural Heritage to

BAGRAT CATHEDRAL AND GHELATI MONASTERY - THE FIRST SITES IN GEORGIA INSCRIBED ON THE WH LIST (Photo UNESCO).

which 142 States are Parties (as of 18 July 1995). It plays a lead role in ensuring ongoing monitoring of the properties inscribed on the World Heritage List which includes 440 sites in 100 countries (as of 31 July).
One project of six years duration, for example, will promote young people's awareness of the need and means to preserve sites. Launched in 1994, it will in the coming biennium set up classes on world heritage in secondary schools in about 50 countries in addition to producing and distributing written and audio-visual teaching materials.

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The elaboration, adoption and ratification of ***NORMATIVE INTERNATIONAL INSTRUMENTS*** are also part of UNESCO's tasks. To date, 32 such instruments have been adopted under the Organization's auspices with the first being the Beirut Agreement (1948) aiming to reduce customs duties on audio-visual materials of an educational, scientific or cultural nature. The best known instruments include the Universal Copyright Convention (1952) protecting intellectual property signified by the © sign and the World Heritage Convention (1972) protecting selected cultural and natural sites.

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REVOLUTIONIZING RADIO

After decades of strict control, South African broadcasting is opening up and moving closer to the people it serves.

There's music floating out over the red-brick buildings of the University of the North (UNIN): the slick, smooth sounds of Kenny G's saxophone. The music is issuing from a loudspeaker outside the student centre, the home of Radio Turf.

Radio Turf - it takes its name from Turfloop, the village where the university is situated - is one of several community radio stations modestly revolutionizing the world of media in South Africa.

The station came into being late in 1994. Initially it broadcast only to the campus itself, owing to the stringent regulation of South African broadcasting. But the advent of democracy in South Africa changed government thinking on broadcasting and opened the way for community radio stations operating on a non-commercial basis, serving a relatively small area, and reflecting the voices and aspirations of the community they served.

Radio Turf, together with the other campus-based stations that are affiliated with the South African Student Press Union, seized the opportunity and was of the first to receive a licence. UNESCO provided a more powerful transmitter to Radio Turf and five other stations like it, as well as training for personnel.

LISTENING TO THE PEOPLE

The station went on the air early in April 1995, broadcasting 18 hours a day over a 50 km radius. Its motto: *"the station that listens to the people"*.

One of the new station's most important functions is keeping people up to date on the opportunities presented by the new government, which with its Reconstruction and Development Programme has placed a high priority on improving the lives of people who were neglected by the old regime. Northern Province Premier Ngoako Ramatlode has spoken on a talk-show on Radio Turf - lawyers, politicians, development experts and anyone else who can give an insight into current events, appear regularly on the station.

Radio Turf's open-door policy ensures that the station is anything but a propaganda mouthpiece - the station is also a forum for discussion about the effectiveness of government initiatives. Educational programmes cover health issues such as AIDS, or information on legal rights.

News bulletins keep listeners up to date on national and local happenings. *"Through us people get a sense of who they are,"* Mkhari says.

KEEPING PEOPLE UP TO DATE ON RADIO TURF (Photo Justin Pearce)

The community-first philosophy also applies to music broadcasting. The station's licence includes the agreement that at least 60 % of the music played must be South African. "Local Beat", a programme of music made by people in the immediate vicinity of the station, some of whom had never recorded before. Otherwise, the station gets by with demo tapes donated by South African artists and the ingenious system of *"sponsored programmes"*: a student will lend the station his or her collection of tapes and CDs, rewarded only by the DJ announcing that this programme was made possible by so-and-so.

The experience of working at a radio station has already been hugely beneficial in improving students' skills in media, finance, public relations and management. As the station draws in people from outside the university, the whole community will have the opportunity to learn skills like these.

"The radio station has restored people's sense of value in life," Mkhari says. *"Something like radio is seen as belonging to an elite - and this gives them a sense of pride in owning it."*

Justin PEARCE
Turfloop

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The **INTERGOVERNMENTAL INFORMATICS PROGRAMME** (IIP) helps developing countries set up their own informatics systems by focussing on training, software development and setting up of computer networks like the Ibero-American Regional Information Network on Educational Software and that for distance education in Lithuania. Created in 1986, the IIP has financed or co-financed some 108 projects for a total amount of $8,133,000.

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The transdisciplinary project, ***"ENVIRONMENT AND POPULATION EDUCATION AND INFORMATION FOR DEVELOPMENT"*** helps Member States fulfill commitments made at the Rio Earth Summit (1992), the Cairo Conference on Population and Development (1994), the Copenhagen Summit for Social Development and the Beijing Conference on Women (1995). Projects planned for the coming six years will encourage women of the nine high-population developing countries to act as agents of change in community development, population programmes and environmental protection. Projects will also aim to get young people of developing countries to espouse a healthy way of life, tolerance and non-violence.

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LOOKING AHEAD

Each year, UNESCO convenes about 40 conferences attended by representatives of Member States, and organizes an equivalent number of meetings of experts coming from all the world's regions. In addition, thousands of men, women and young people attend courses, workshops and training seminars organized by UNESCO around the world.

The **PRINCIPAL MEETINGS** to take place during the 1996-1997 period include:

A **CONFERENCE OF MINISTERS OF EDUCATION** of Latin America and the Caribbean (Kingston, Jamaica, 1996). Two **INTERNATIONAL CONFERENCES**: on education (Geneva, 1996) and adult education (Hamburg, Germany, 1997). Sessions of **INTERNATIONAL AND INTERGOVERNMENTAL COMMITTEES AND COUNCILS** will focus on: drafting an international instrument on the Protection of the Human Genome (UNESCO Headquarters, 1996); the International Geological Correlation Programme (Headquarters, 1996 and 1997); the Man and the Biosphere Programme (Headquarters, 1997); the International Hydrological Programme (Headquarters, 1996); the Management of Social Transformations Programme (Headquarters, 1997); the World Heritage (Headquarters, 1996 and 1997); the Return and Restitution of Cultural Property (Headquarters, 1996); the Universal Copyright Convention (Headquarters, 1997) and the Rome Convention (Geneva, 1997); the International Programme for the Development of Communication (Headquarters, 1996 and 1997); the General Information Programme (Headquarters, 1996). Two **GENERAL ASSEMBLIES** will also be held concerning: the Intergovernmental Oceanographic Commission (Headquarters, 1997) and the States Parties to the Convention for the Protection of the World Cultural and Natural Heritage (Headquarters, during the last quarter of 1997). The **EXECUTIVE BOARD** will, as usual, meet biannually and, finally, the **GENERAL CONFERENCE** will hold its 29th session in the last quarter of 1997.

UNESCO will celebrate its **FIFTIETH ANNIVERSARY** from 16 November 1995 to 4 November 1996. Diverse activities will be organized to mark the occasion including concerts, exhibitions and symposiums.

SOURCES